THE CI MODEL FOR INTERCULTURAL CONTACT
A framework for education providers supporting international students

CI (1) Cross-disciplinary Inquiry

1. Culture-specific knowledge

Risks from a lack of culture-specific knowledge: (i) Higher likelihood of a cultural mismatch between education provider services and student needs with service-shy students bypassing services-in-waiting; (ii) Lack of understanding of students' transition experiences which impedes tailored support practice.

Opportunities *Highlight and explain cultural differences with newcomers*
Strategy: (i) Use a *dragnet* teaching approach that includes the use of visual aids, video clips, role plays and contrast exercises/venn diagrams that clarify cultural differences; (ii) Stay up-to-date with well supported integration theories e.g. John W. Berry's *double engagement* concept.

2. Religious literacy

Risks from religious illiteracy: (i) The core values of many international students are misunderstood; (ii) Religious students entering secular contexts experience alienation; (iii) There is a lost opportunity for staff and domestic students to reflectively critique their own worldviews and perceptions.

Opportunities *Raise religious literacy among frontline professionals*
Strategy: (i) Incorporate religous literacy as a component of intercultural competence and PD training, e.g. adapt Stephen Prothero's religious literacy quiz; (ii) Invite religious students to share their funds of knowledge to inform student services and course content.

3. Interlanguage awareness

Risks from a lack of interlanguage awareness: (i) L2 students are treated as native speakers which creates an unfair barrier to learning; (ii) Non-native speakers experience a language environment indifferent to their language needs.

Opportunities *Review language use and diagnose students' vocabulary size*
Strategy: (i) Critique texts and oral presentations to examine the amount of low-frequency words, information dumps and colloquial expressions; (ii) Assess students' vocabulary sizes, e.g. set short vocabulary quizzes related to key orientation information and course introductions.

CI (2) Comprehensible Input

1. Tailored messaging

Risks from non-tailored messages: (i) Key student welfare advice and course content is not communicated; (ii) Information delivery seems rehearsed, rote and undifferentiated to students; (iii) Non-native speakers disengage early.

Opportunities *Investigate the issues, engage personally and tailor language use*
Strategy: (i) Stay in touch with international student experience literature and adjust communication to students' prior knowledge and felt needs; (ii) Use a whole-institution approach to establish and maintain a personal connection with the individual student; (iii) Use economy of expression and online vocabulary profilers, e.g. *Compleat Lexical Tutor*, to maximise the use of high-frequency words.

2. Interactive learning
Risks from uni-directional instruction: (i) There is loss of interest, involvement and uptake;
(ii) The scope for *ako* or two-way learning is diminished.

Opportunities: *Use interactive tasks and encourage student voice*
Strategy: (i) Punctuate information delivery with interactive pair work and group work tasks that allow time for deeper processing; (ii) Using the Māori *ako* principle, use international student feedback to tailor orientation and teaching practice.

3. Rehearsal and retrieval
Risks from one-off input: (i) Key student welfare and course information is forgotten or misunderstood.

Opportunities: *Use diverse media and space information delivery to reinforce message*
Strategy: (i) Reinforce information and advice through spaced orientation sessions, digital forums and coordination across programmes/departments; (ii) Incorporate international student issues in course content, e.g. multiculturalism or global citizenship themes, to reaffirm a commitment to inclusivity; (iii) Implement mid-course quizzes that gauge recall and stimulate information retrieval.

CI (3) Collaborative Intervention

1. Host outreach
Risks from an absence of host outreach: (i) Effective support is minimally provided post orientation; (ii) Students percieve a lack of warmth or pastoral concern from the education provider and regard student services as irrelevant.

Opportunities: *Champion a coordinated outreach strategy*
Strategy: (i) Develop a "go-to" approach which periodically initiates contact with students during their sojourn; (ii) Implement a whole-institution outreach strategy that reflects a shared transnational ethic, e.g. the golden rule or hospitality to a stranger; (iii) Promote a community ethos that engenders a sense of belonging, e.g. *he tāngata, he tāngata, he tāngata*.

2. Adjustment scaffolding
Risks from no adjustment scaffolding: (i) Students rarely engage beyond their co-ethnic groups.

Opportunities: *Provide rewards for intergroup engagement and extracurricular participation*
Strategy: (i) Offer certificates and leadership awards for involvement in extracurricular initiatives that bring domestic and international students together; (ii) Highlight the educational and global citizenship benefits of tapping into international students' funds of knowledge; (iii) Include assessment tasks that faciliate ethnically mixed study groups and focused reflection on intercultural exchange.

3. Intergroup mediation
Risks from no intergroup mediation: (i) Students misinterpret or ignore programme information and advice; (ii) Education providers lose an embedded perspective of the international student experience.

Opportunities: *Train student leaders and frontline staff as culture brokers*
Strategy: (i) Provide leadership opportunities for international and domestic students to form tuakana-teina relationships with new students; (ii) Train frontline staff such as tutors or student advisors to develop culture broker skills; (iii) Following the ako principle, use feedback from student allies and frontline staff to review and strengthen broader international policy and strategy.